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17. ABSTRACT (MAX. 250 WORDS)

The Center attempts to adapt methods and materials to prevailing circumstances, to ascertain and utilize already available reading and language responses of children -- meager as they may be -- and to lead children through carefully paced responses which evoke approval and subsequent progress. The reading specialist demonstrates appropriate techniques, and student teachers are later provided an opportunity for working with children, emulating techniques, experimenting with their own creative approaches, and evaluating children's responses.

Ten "retarded readers" taught in the center have completed the third grade. Other than the one-half hour daily of work in phonics, the children engage in a variety of planned sensory and linguistic experiences.

Certain environmental factors in the home create problems and deficiencies among culturally deprived children. For example, parents may speak only in concrete terms. Thus the child is unable to think and speak abstractly. The teacher can help the child develop by using varied types of questions and written materials which aid classification and relationship perception.

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MORGAN STATE COLLEGE
Institute for Teachers of Disadvantaged Youth

The Reading Center

Mrs. Pauline Altman

The Reading Center is predicated on the concrete principle of adapting methods and materials to prevailing circumstances; ascertaining and utilizing already available reading and language responses of children - meager as these may be - and leading them through carefully paced responses which evoke approval and subsequent progress. Lessons are planned in content fields which recognize and attempt to dissipate cumulative frustrations which make for reading retardation. The reading specialist demonstrates appropriate techniques using children from the reading center, and participants are later provided opportunity for working with children, emulating techniques, experimenting with their own creative approaches, and evaluating children's responses.

In the reading center there are ten "retarded readers" who have completed the third grade. The reading specialist works one-half hour daily with the group on a structured phonics program. Prior individual testing was completed, and a post test will be administered near the end of the summer period. When the reading specialist and participants are not working with them, they engage in a variety of planned sensory and linguistic experiences under the guidance of two students majoring in elementary education and a curriculum specialist. Experimentally, the Pickford Projection Pictures are being used in an attempt to note the possible presence of distrubances which may serve as operative interferences to reading and communicative skills.

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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Institute for Teachers of Disadvantaged Youth

The Disadvantaged Child

Mrs. Pauline Altman

Environ Factor	Affects on Child	Implications in Relation to Education
1. Marital problems - broken homes - no identification with a male figure	1. female - dominated	1. Need more male teachers
2. Econ. problem - parents poorly educated - unskilled worker - low income - sub - standard homes, over-crowed, many noises,	2. Child learns not to listen or pay attention	2. a. Play games - first simple games with one step direction, then increase to two, then three steps - b. Ask questions - have them repeat the question before answering c. Be animated, enthusiastic d. Intersperse short work periods with activity periods then increase gradually
3. Homes sparsely furnished - nothing worth looking at	3. Poor perception	3. a. Use many manipulative materials for developing ability to discriminate. b. Play games - ex. show picture - take picture away - how many objects can you recall. c.
4. Many parents, since they are poorly educated, do not motivate child to achieve - Children are present - oriented - lack of money in home - want to get a job as soon as possible		4. a. Teachers must be optimistic - make children feel this through their behavior and attitudes b. Make child feel need, take him at level where he can feel success, make him aware of his progress no matter how small

5. Adults so busy trying to earn a living no time to spend with children - little talking - just bare essentials - poor enunciation and poor phrasing because of poor education.	5. Vocabulary 1/2 normal - poor auditory discrination, poor speech patterns, no language facility ex. stir - do to wheel of a car yarn - when sleepy peel - take when sick tired - on a car groom - something sweep with foul - use on your nails cheer - something sit on	5. a. Many activities involving auditory discrimination b. Have speech specialists to work with children on speech patterns c. Encourage talking regardless of sentence structure - much discussion develops language facility - Give him many experiences so he will have something to talk about d. Adjust materials to children's smaller vocabulary - have fewer words, shorter sentences, not too many new concepts at one time, many illustrations to clarify meanings e. Teacher should use simple language short sentences - enunciate carefully setting a good example f. Classroom language should be treated as a second language
6. Parents speak only in concrete terms -	6. Lack abstract language and cannot think abstractly	6. a. Work on abstract thinking- many varied types of questions and written materials such as classifying, seeing relationships, etc.

7. Restricted Experience background - just immediate background experiences	7. Lacks experience background to read with understanding	7. a. Many varied experiences to develop concepts, understandings and vocabulary - take on many trips - museums, concerts, historical places, farms, zoos, post - office, fire-house, etc. Show movies use many visual aids concrete materials b. Each school should have a free bus available at all times c. Don't overestimate their experience background - concepts are vague - firm them ex. puppy-a little dog harbor-is a dock twins- look alike d. Don't underestimate their intellectual potential - because underestimate don't challenge - Should develop new I. Q. tests to eval. properly despite restricted background (1) New Metrop. Readiness - very poor - uses words as moose, collie, yarn, walnut, acquarium, compass, toboggan, spectacles (2) New TOGA (non -verbal I. Q.) S.R.A.* 4th grade very poor - uses words as beverage, alpine view, croquet, helium, fragile, edible, optician, pliable
8. Health problems - poor food, lack of sleep	8. No energy - sleepy - can't listen or learn	8. a. Hot lunches, breakfast b. Visiting nurse c. Check-ups by doctors d. Parent educations

9. Factors #2, 3, 4, 5, 6, 7	9. Affects listed under #2, 3, 4, 5, 6, 7	9. a. Use meaningful materials - basal readers should be urban - oriented, interracial, Present ones too bland, too middle - class. Books should be of high interest, low reading level. b. Geography books, history books and science books should be rewritten into simpler language and use simpler concepts. c. Teach Negro culture and history to develop pride in race and improve self - image d. Develop appropriate programmed material - this type of material good because amount taught can be limited, material is concrete, visual, high motivation, instant reenforcement e. Experimenting with new materials and new approaches as (1) ITA (2) Words in Color (3) Dr. Woolman's Method (4) Montessori (5) Phono-visual (6) McCracken Method (7) S.R.A. (8) team-teaching (9) non-graded (10) Pre-school (Head-Start) (11) N.Y.C. Higher Horizon Project (12) Individualized Reading (13) Linguistic Approach f. Postponing formal learning till children can learn - speech, language facility, listening skills, following directions, experiences

g. Help from specialists (speech, reading, language - arts, psychologists, counselors, social workers)
h. Smaller classes (Special reading classes)
i. Extend school day
j. 12 month school
k. After school clubs, recreational activities, study groups, tutoring)
l. Kindergarten mandatory- 5 hours
m. Summer school for enrichment, maintenance of skills or remedial work
n. Boarding Schools (24 hr. school) for children whose parents do not care properly for them.
o. Work with parents
   (1) Clubs
   (2) Hold classes in terms of community needs.
   (3) Have workshops so parents are aware of what school is doing and how they can help children
p. Train volunteers to help in the schools

10. Teachers come from middle - class culture - speak a different language - have a different experience background.

10. Child develops feelings of frustrations- becomes hostile, aggressive, non-achiever

10. a. Teacher must understand culture of deprived child, family background, physical needs, social and economic problems
    b. Be aware that I. Q. tests are not a true measure of their abilities
    c. Get teachers from lower stratas who understand these children - get H. S. students to tutor elem.

Student (work-study prog.) encourage to go into teaching

d. (1) Hunter College program encourages students - special help, training for these children
   (2) Queen's College Bridge Experiment
e. Teachers should have special training in order to meet the needs of these children
f. Released time for in-service education (demonstrations, workshops)
g. Internship program under supervision of a highly skilled teacher
h. Paid summer workshops

Schedule for Children in the Reading Clinic

Week of June 21

Monday	Tuesday	Wednesday	Thursday	Friday
	9:00-9:15 Get acquainted discussion, names, schools, etc.	9:00-9:15 Opening exercises (flag salute, song)	9:00-9:15 Opening exercises (flag salute, song)	9:00-9:15 Opening exercises (flag salute, song)
	9:15-10:15 Tour of campus	9:15-9:30 Singing of familiar songs	9:15-9:30 Read poem "Holding Hands"	9:15-10:45 Worked on mural of campus
	10:15-11:15 Experience chart, drew and evaluated pictures of campus	9:30-10:15 Tour of campus (Library)	9:30-10:15 Played record from How to Talk Album "The Adventures of Three Little Toads". Dr. Goff discussed the sounds.	10:45-11:15 Juice time and reading of story - "Fierce John"
	11:15-11:30 Film on bus safety	10:15-10:25 Snack time	10:15-10:45 Wrote story using three sentences	11:15-11:30 Discussion of story
	11:30-12:00 Played a game	10:25-10:45 Discussion of tour and of coming trip to the library	10:45-11:15 Juice time and fi of story	11:30-12:00 Reading specialist and participants worked with the children (reading inventory)
		10:45-12:00 Trip to Enoch Pratt Library Film on World's Fair	11:15-11:45 Sketches of plans for mural of campus	
			11:45-12:00 Quick game	

*Testing program was held for the purpose of analysis of phonetic difficulties.

Institute for Teachers of Disadvantaged Youth

Phonics Test

Pre-Test - Reading Center

Circle ones said incorrectly

SECTION 1

I. Consonant Sounds

m	th	h
b	ch	c
p	sh	w
n	wh	v
qu	s	g
l	k	z
y	f	j
r	t	d

II. Blends

cr	spr	gr
cl	br	sn
st	fl	sm
sp	pr	str
fr	tr	tw
gr	bl	spl
dr	pl	sw

III. Digraphs

oa	oy	ei
u e	au	ur
u oo	u	— oo
er	ay	ai
ie	ir	aw
ou	u i	u o
ar	or	ea
u a	ee	ow

IV. Central Vowels

hat	bag	tap
hit	big	tip
hut	bug	top
hot	beg	fun
ham	but	fan

p	sh	w
n	wh	v
qu	s	g
l	k	z
y	f	j
r	t	d

II. Blends

cr	spr	gr
cl	br	sn
st	fl	sm
sp	pr	str
fr	tr	tw
gr	bl	spl
dr	pl	sw

SECTION 2

III. Digraphs

oa	oy	oi
u e	au	ur
u oo	u	oo
er	ay	ai
ie	ir	aw
ou	u i	u o
ar	or	ea
u a	ee	ow

IV. Central Vowels

hat	bag	tap
hit	big	tip
hut	bug	top
hot	beg	fun
ham	but	fan
hem	bit	fin
hum	bat	ban

V. Words Containing Digraphs

haul	perch	bawl	loud	dirk	lurch
load	toil	jeep	coy	ford	seal
boon	died	bark	bay	bait	howl

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List of Steps in Phonetic Analysis *

1. Initial consonants
2. Final consonants
3. Consonant blends
4. 2 Vowels Rule
5. Final "e" Rule
6. Short "a"
7. Short "i"
8. Short "o"
9. Short "u"
10. Short "e"
11. "ar" Sound
12. "or" Sound
13. "er", "ir", "ur", Sounds
14. $\overline{oo}$ Sound
15. o$\breve{o}$ Sound
16. "ou", "ow" Sounds
17. "oi", "oy" Sounds
18. "au", "aw" Sounds
19. Soft "c" Sound
20. Soft "g" Sound
21. KA, WR, GN

Steps in Syllabication

1. Compound words
2. See, Hear, Parts
3. VCCV (Consonants Same)
4. VCCV (Consonants Different)
5. VCV
6. Closed syllables
7. Open syllables
8. "le" plus consonant preceding forms last syllable
9. "ed" added to words ending in "d" or "t" forms final syllable
10. Blends are not divided
11. Blends considered one consonant
12. "sh", "ch", "th", "wh" not divided
13. Familiar sounds as "ar", "ow", etc. not divided
14. Prefix forms a separate syllable
15. Suffix forms a separate syllable
16. Prefix has a meaning
17. Suffix has a meaning

*Children trace letters and pronounce the sound simultaneously to achieve kinesthetic as well as visual and auditory reinforcement.